

**NOV 17 2005**

# **EVALUATION REPORT**

## **SANTIAGO CANYON COLLEGE**

8045 E. Chapman Ave.  
Orange, CA 92869-4512

A confidential report prepared for the  
Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited Santiago Canyon  
College from October 18-20, 2005

Terrence J. Burgess, Chair

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Comprehensive Evaluation Visit Team Roster**

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## SUMMARY OF EVALUATION REPORT

**Institution:** Santiago Canyon College

**Date of Visit:** October 18-20, 2005

**Team Chair:** Terrence J. Burgess  
President, San Diego City College

A nine-member accreditation team visited Santiago Canyon College (SAC) from October 18-20, 2005. The purposes of the visit were to determine whether the institution continues to meet accreditation standards, to evaluate how well the college is achieving its stated purposes, to analyze how the college is meeting the commission standards, to provide recommendations for quality assurance and institutional improvement, and to submit recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the college.

In preparation for the visit, the team chair attended an all-day chair training session on September 12, 2005 and the chair and team members attended an all-day team training session on September 19, 2005 conducted by the Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges (WASC, ACCJC). Team members reviewed the Commission's *Handbook for Evaluators*, the *Accreditation Reference Handbook*, the *Team Evaluator Manual*, and the *Distance Learning Manual*, as well as the college's Self-Study Report and related evidentiary documents provided by SCC. In addition, team members carefully reviewed the team report prepared by the 1999 accreditation team, the college's interim report from 2001, focused midterm report from 2002, substantive change report from 2004, and annual reports from 2001-2005. The team chair and assistant conducted a pre-visit meeting with the college president and executive administrators on September 28, 2005 to outline the expectations of the visiting team and to assure that all appropriate arrangements and accommodations would be in order.

The team members were divided into four sub-groups according to the four accreditation standards. Two weeks prior to the visit, each team member prepared detailed reports of their review of the entire Self-Study Report and the particular accreditation standard to which they had been assigned. Team members also identified individuals with whom they desired to meet while on campus, and this information was conveyed to the college. On October 17, 2005, the team met to collectively review the Self-Study Report and to outline evidence to be reviewed during the team visit.

During the three-day visit, the team met either individually or in groups with over one hundred college faculty, staff, students, administrators, and governing board members. In addition, team members held three well-attended sessions open to all members of the college community. The team reviewed hundreds of documents, toured a wide variety of instructional and student support facilities both on-campus and off-campus, visited

dozens of classes, examined on-line instruction, and observed the operation of instructional and student support programs throughout the institution.

In general, the Self-Study Report was thorough, complete, and well-organized. The document contained an introduction outlining the history of the institution, accreditation history from 1998-2005, institutional improvements made since the last accreditation visit, service area and student demographics and enrollment trends, student outcome measures, faculty and staff demographics, summary of off-campus credit and continuing education classes, distance learning, and community services offerings. The document included an update on accreditation recommendations from the 1999 team visit, and a progress report on the institution's engagement with and progress on defining specific student learning outcomes as well a timetable for their further development. Sections included an abstract of the report, organization of the Self-Study Report, organization of the institution, delineation of responsibilities between the district and the college, certification of accreditation eligibility, and detailed descriptive summary, self-evaluation, and planning agenda for each of the four accreditation standards. The team noted that the Self-Study Report was a well-written and candid assessment of the institution and was extremely useful to team members in their institutional review.

The college provided a complete and well-organized set of evidentiary documents cited in the Self-Study Report and college personnel both were readily available for interview and candid in their responses to members' questions. The faculty was extremely accommodating to the team in allowing classroom observation.

### **Major Findings and Recommendations of the 2005 Team**

The following eleven recommendations are made as a result of the October 18-20, 2005 team visit:

#### **Recommendation 1:**

The college should continue to develop and refine the Educational Master Plan (EMP) as part of its cycle of evaluation, so that college goals and objectives are clearly identified, are based upon an analysis of qualitative and quantitative data, are measurable, and are regularly re-evaluated. (IB2, IB3)

#### **Recommendation 2:**

Building upon the groundwork and planning timeline in place for instructional student learning outcomes (SLOs), the college should complete the work that it has begun so effectively in that area and assure that work on SLOs is undertaken in student services and all other areas of the college in which the standards require. Assessment of outcomes should be used to guide improvement. (IIAc, IIA2b, IIA3, IIB4)

**Recommendation 3:**

The college should capitalize on the strengths of the new program review process by assuring that the reviews are completed fully and thoughtfully, and that the resultant analysis and conclusions inform the annual DDP and EMP process. (IIA1a, IIA1c, IIA2a)

**Recommendation 4:**

Student services should revise its program review process to include more interpretation of data and complexity of analysis. Program reviews should meet a high standard of thoroughness, including the specific assessment of SLOs. (IIA1c, IIA1f, IIA1g)

**Recommendation 5:**

As was recommended in ACCJC's Evaluation Report of 1999, the college should complete the program review process for all learning support services. (IIC1)

**Recommendation 6:**

The library and other learning support services should engage in and complete the identification of SLOs and use them to assess student achievement and thereby identify areas that can improve student learning. (IIAc, IIB4, IIC2)

**Recommendation 7:**

The college should review the evaluation processes for staff, faculty, and administrators and ensure that all supervisors adhere to written timelines for their completion and submission. (IIIA1b)

**Recommendation 8:**

The college should work with the district in incorporating SLOs into the evaluation processes for faculty members and others directly responsible for monitoring SLOs and achieving them. (IIIA1c)

**Recommendation 9:**

The college should develop a technology plan to articulate institutional priorities in addressing technology needs. (IIIC2)

**Recommendation 10:**

The college, with the support of the district, should examine the budget allocation model and insure that the college identifies all discretionary general and categorical funds that are available to support the needs of the college. (IIID1a)

**Recommendation 11:**

The college, with the support of the district, should determine the annual costs of funding its future post-retirement benefit liabilities as soon as possible, so that the potential impact to the college's budget allocation can be incorporated into the financial planning process. (IID1c)

## Introduction and Summary

Santiago Canyon College (SCC) was established in 1985 as a satellite campus of Santa Ana College (SAC). In 1996, the institution was formally named SCC by the Board of Trustees of the Rancho Santiago Community College District (RSCCD) and became the second district college. In 1998, SCC applied for and was awarded eligibility status for accreditation by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (AACJC, WASC). The college was subsequently assessed and awarded initial accredited status in January 2000. A mid-term report, addressing the recommendations of the 1999 visiting team, was completed in 2003, followed by a successful visit. No additional recommendations were issued following the 2003 on-site mid-term visit. The college submitted a Substantive Change Report in November 2004 that was subsequently approved by the Commission in April 2005.

A nine-member team, appointed by ACCJC, conducted a comprehensive accreditation evaluation of SCC from October 18-20, 2005. Team members visited classes; interviewed a broad representation of the college community, including students, faculty, staff, and administrators; held three open community forums; attended a number of campus meetings; met with the district chancellor and representatives of the Board of Trustees; and toured both on-campus and off-campus facilities and programs of the college in order to acquire a thorough understanding of SCC's instructional programs, support services for students, organizational culture and climate, and student population.

The purposes of the evaluation were to review evidence in support of assertions of the college, as detailed in the Self-Study Report, that the institution meets or exceeds the four standards of accreditation for a comprehensive community college, to determine how well the college had addressed the recommendations of the previous visiting team, to provide recommendations regarding quality assurance and institutional improvement so as to assist the college in strengthening its programs and services, and to enable the team to make a founded recommendation to the accrediting commission regarding the accredited status of SCC. In addition, members of the team visited the new Orange Education Center, whose occupation in January 2005 had occasioned the submission of the Substantive Change Report, to review the status of the instructional programs and services offered there.

One of the college's greatest strengths is its spirit of community. The team was impressed by the enthusiasm and genuine excitement of students, faculty, staff, and administrators to be a part of the institution and to contribute to its success. College personnel were friendly, engaging, helpful, and cooperative in the many interactions team members experienced. Student were satisfied with their college experience and felt that the institution was committed to their academic success and the accomplishment of their academic goals.

SCC has grown substantially since its last accreditation visit. Throughout this period, the institution has planned and implemented many innovative and effective instructional and

student support service programs, engaged in facility planning and construction, and hired many new faculty, staff, and administrators. During these changes, the college has initiated significant dialogue around its mission and purpose, engaged the institutional stakeholders in an inclusive and effective model of shared governance, and sustained and extended its positive and welcoming campus climate.

## **Commendations**

The team found that SCC generally demonstrates a high level of quality in its educational programs and student services. Specifically, the team found notable strength in the following areas:

1. The college is commended for the groundwork it has laid for the work of defining and assessing SLOs college-wide, including the creation of two outstanding SLO handbooks. Moreover, commendations are due to the members of the CIC and SLO committees for the groundwork they have laid for the work of defining and assessing SLOs college-wide.
2. The members of the Curriculum & Instruction Council (CIC) are commended for their dedicated leadership in creating SCC's own curriculum as the college separated from its sister college, and in encouraging and sustaining the dialogue on SLOs and assessment.
3. The college community is commended for its intense, indefatigable effort in producing the first SCC catalog. The catalog will provide a bridge to make the college more accessible to students as it develops the autonomy of the college.
4. The college is commended for moving far beyond the 1999 recommendation to build a comprehensive student services program to the creation of a vibrant, vigorous, and vital program that is multifaceted and a model to be envied.
5. The Vice President of Academic Affairs along with the entire faculty and staff of the Library and Learning Support Services is commended for their pride, energy, and enthusiasm for helping people and improving the college.
6. SCC Continuing Education faculty and administration in collaboration with SAC Continuing Education are commended for the programs and activities presented in the 2005-2006 Professional Faculty Development Handbook.
7. The college is commended for its efforts to address the issues of staffing that are representative of the student populations and community served by the college. As the college continues to add new programs and services, it needs to be cognizant of increased staffing needs to support enrollment growth and determine if it reflects the growing student ethnic diversity of the area and supports its mission.

8. The college is commended on its comprehensive, long-term facilities master plan.
9. The college is commended on the attractive appearance of its grounds and facilities.
10. The community of SCC and the college's numerous leaders are to be commended for the climate of cooperation, trust, and service that permeates decision-making and routine professional activities.
11. The president is commended for his leadership and respect for SCC's history, culture, and community, as well as his willingness to listen to and honor the many leaders throughout the institution.
12. The chancellor and the Board of Trustees are commended for the disciplined, experienced, and appropriate exercise of their leadership roles on behalf of the students and community of SCC.

### **Recommendations**

The visiting team found that SCC has made significant progress since the previous accreditation visit. Notably, the college has substantively addressed the eleven recommendations made by the 1999 evaluation team. Nevertheless, the current visiting team concluded that focused attention to the following areas will strengthen the institution as it continues to grow and develop over the next several years.

#### **Standard I: Institutional Mission and Effectiveness**

1. The college should continue to develop and refine the EMP as part of its cycle of evaluation, so that college goals and objectives are clearly identified, are based upon an analysis of qualitative and quantitative data, are measurable, and are regularly re-evaluated. (IB2, IB3)

#### **Standard II: Student Learning Programs and Services**

2. Building upon the groundwork and planning timeline in place for instructional SLOs, the college should complete the work that it has begun so effectively in that area and assure that work on SLOs is undertaken in student services and all other areas of the college in which the standards require. Assessment of outcomes should be used to guide improvement. (IIA1c, IIA2b, IIA3; IIB4)
3. The college should capitalize on the strengths of the new program review process by assuring that the reviews are completed fully and thoughtfully, and that the resultant analysis and conclusions inform the annual DDP and EMP process. (IIA1a, IIA1c, IIA2a)

4. Student services should revise its program review process to include more interpretation of data and complexity of analysis. Program reviews should meet a high standard of thoroughness, including the specific assessment of SLOs. (IIA1c, IIA1f, IIA1g)
5. As was recommended in ACCJC's Evaluation Report of 1999, the college should complete the program review process for all learning support services. (IIC1)
6. The library and other learning support services should engage in and complete the identification of SLOs and use them to assess student achievement and thereby identify areas which can improve student learning. (IIAc, IIB4, IIC2)

### **Standard III: Resources**

7. The college should review the evaluation processes for staff, faculty and administrators and ensure that all supervisors adhere to written timelines for their completion and submission. (IIIA1b)
8. The college should work with the district to incorporate SLOs into the evaluation processes for faculty members and others directly responsible for monitoring student learning outcomes and achieving them. (IIIA1c)
9. The college should develop a technology plan to articulate institutional priorities in addressing technology needs. (IIIC2)
10. The college, with the support of the district, should examine the budget allocation model and insure that the college identifies all discretionary general and categorical funds that are available to support the needs of the college. (IIID1a)
11. The college, with the support of the district, should determine the annual costs of funding its future post-retirement benefit liabilities as soon as possible, so that the potential impact to the college's budget allocation can be incorporated into the financial planning process. (IIID1c)

## **Response to Recommendations from the 1999 Accreditation Evaluation**

### **Standard I: Institutional Mission and Effectiveness**

#### ***1.1 That upon completion of the college educational master plan, the college revisit the mission statement and assess its accuracy and breadth.***

An EMP was completed in 2003 and, following its completion, the college mission statement was reviewed in a series of retreats and a structure and process was established for the continued annual review of its content and relevancy. The mission statement is published and widely disseminated through a variety of vehicles.

The college has substantially addressed this prior recommendation.

**3.1 *That the college develop comprehensive college-wide planning to determine how it will document institutional outcomes and evaluate institutional effectiveness.***

An EMP was completed in 2003, which includes the college's vision, mission, goals, and objectives, as well as those of each discipline, department, and program. These latter elements are coordinated with the college's goals and objectives and are updated annually based on the progress of individual departments and programs in meeting their stated goals and objectives. The program review process, which operates on a three-year cycle, includes a review of the planning elements along with qualitative and quantitative performance data and outcome assessments.

The college has substantially addressed this prior recommendation.

**Standard II: Student Learning Programs and Services**

**2.1 *That the college review and revise where appropriate the college catalog to ensure that it clearly delineates the courses and educational programs and services offered at each college.***

The college produced its initial independent college catalogue in 2005. The catalog clearly and accurately reflects the programs, degrees, certificates, and services offered. It contains information about both credit and non-credit course and programs.

The college has substantially addressed this prior recommendation.

**4.1 *That the college work diligently toward the completion of the educational master plan.***

An EMP was completed in 2003, which includes individual five-year plans developed of disciplines, departments, and programs, which seeks to link projected resource needs (personnel, equipment, facilities, supplies and other operating expenses) to the college budget development process, and to articulate the vision, mission, goals, tasks and activities of each college unit.

The college has substantially addressed this prior recommendation.

**4.2 *That the college establish a timeline and implement an academic program review process.***

The college developed a program review process in early 2002 and implemented it later that year. The program review process is integrated with the EMP process and informs college budget development. As of 2003, all instructional departments had completed program review.

The college has substantially addressed this prior recommendation.

**5.1 *That the college address the need for adequate funding, facilities and staffing to provide direction for the expansion and development of a comprehensive student services program.***

In 2002, the college employed a dean of counseling and support services, who has led the rapid and extensive development and expansion of student services. The college now offers service in the following programs: Admissions and Records, Counseling Center, Matriculation Assessment Center, Academic Success Center, Career Center, Transfer Center, Job Placement Office, Extended Opportunity Programs and Services (EOP&S), Disabled Services Programs and Services (DSPS), Financial Aid, Outreach, Student Activities, Health Center, CalWORKs, Re-entry Students/Women's Resource Center, Cross-Cultural Resources, Associated Student Government, and Intercollegiate Athletics.

The college has substantially addressed this prior recommendation

**6.1 *That the college develop and implement a formal plan to ensure adequate and consistent fiscal support and staffing to meet the current and future needs of the Library, Tutoring Center, Computer Labs and Media Services.***

The college is currently constructing a new 40,000 square foot Library/Learning Resource Center to replace its existing 5,000 square foot facility. Since its last accreditation visit, the college has added one full-time librarian, and one part-time librarian. With occupation of its new facility in 2006, the college plans to add additional faculty and staff in order to be able to expand hours of operation and level of service to students. The library has developed plans to fund increased book acquisitions and information databases, as well as equipment and furniture needs. This plan is in the process of implementation, supported primarily through categorical state funding and external grant resources.

The Tutoring Center has developed a five-year plan to increase its service to students. To date, implementation of the plan is just beginning. The Computing Lab was upgraded in 2001. Media Services has acquired new instructional equipment, including portable multi-media carts and portable LCD projectors. Additionally, the college has equipped three classrooms with full multi-media capability and plans to add additional classrooms as resources permit.

The college has substantially addressed this prior recommendation.

### **Standard III: Resources**

**7.1 *That a human resources plan be developed to design a blueprint to provide adequate staffing in all areas of the college.***

The EMP, developed in 2003, identifies and prioritizes institutional staffing needs for the next five years, based upon anticipated changes in student and community demographics, enrollment patterns and trends, and institutional goals and objectives. This plan was approved by the Board of Trustees in 2004 and identifies expected additions required to augment current faculty, staff, and administrative positions.

The college has substantially addressed this prior recommendation.

- 8.1 *That upon completion of the educational master plan, the college and the district develop a facilities master plan for Santiago Canyon College that links current and proposed educational and student services programs to a prioritized listing of facility needs.***

Following the completion of the EMP in 2003 and guided by its content, the college developed a facilities master plan which was subsequently approved by the Board of Trustees in 2004.

The college has substantially addressed this prior recommendation.

- 9.1 *That the college adopt and implement a formal process for documenting and validating the linkages between institutional planning and budgeting to insure that the college's mission, goals and objectives are being funded appropriately through the budget development process.***

The EMP, completed in 2003, is the principal guide to institutional resource allocation. It outlines institutional goals and objectives, discipline, department, and program spending priorities, and serves to inform the college budget development process. Despite severe funding restrictions of the last several years, the college strives to inform its decisions about the allocation of new resources through this plan.

The college substantially addressed this prior recommendation.

## **ELIGIBILITY REQUIREMENTS**

### **1. AUTHORITY**

SCC is authorized by the State of California to operate an educational institution and to award degrees.

### **2. MISSION**

SCC has a clearly defined educational mission which has been adopted and published by its governing board consistent with its legal authorization. The mission is appropriate to a degree-granting institution of higher education and to the constituency the college seeks to serve. The mission statement defines the

college's dedication to a diverse learning community and to the intellectual and personal growth of its constituents.

### **3. GOVERNING BOARD**

The governing board for SCC is the Board of Trustees for the RSCCD. It is responsible for the quality, integrity, and financial stability of SCC and for ensuring that the financial resources of the college are used to provide a sound educational program. Its seven-person membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. None of the board members have employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that relevant interests are disclosed and that they do not interfere with the impartiality of governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the college.

### **4. CHIEF EXECUTIVE OFFICER**

SCC has a chief executive officer appointed by the governing board who serves full-time in this capacity. The chief executive officer, in combination with the district chancellor, possesses the requisite authority to effectively administer board policies. Neither the chief executive officer nor the district chancellor serves as a member of the governing board.

### **5. ADMINISTRATIVE CAPACITY**

SCC generally has sufficient staff, with appropriate preparation and experience, to provide the administrative services necessary to support its mission and purpose.

### **6. OPERATIONAL STATUS**

SCC is fully operational with students actively pursuing its degree programs.

### **7. DEGREES**

A substantial portion of SCC's credit educational offerings is programs that lead to associate degrees or occupational certificates, and a significant proportion of its students are enrolled in them. SCC's non-credit offerings consist of courses and programs to meet basic educational goals of adult learners, including achieving a high school diploma or GED, improving English skills, preparing for citizenship, learning new job skills, preparing for higher education, and becoming a productive, active participant in American society.

## **8. EDUCATIONAL PROGRAMS**

SCC's principal degree programs are congruent with its mission, are based on recognized higher education fields of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. Many of the college's degree programs are of two academic years in length.

## **9. ACADEMIC CREDIT**

SCC awards academic credits based on generally accepted practices in degree-granting institutions of higher education.

## **10. STUDENT LEARNING AND ACHIEVEMENT**

SCC defines and publishes for the associate degree the expected student learning and achievement outcomes and it defines and publishes student learning outcomes for its student services. The college is engaged in the process of establishing student learning outcomes at the program and course level. It is also developing its program of regular and systematic assessment designed to demonstrate that students who complete programs, no matter where or how they are offered, achieve these outcomes.

## **11. GENERAL EDUCATION**

SCC defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to the recognized major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs is consistent with levels of quality and rigor appropriate to higher education.

## **12. ACADEMIC FREEDOM**

SCC faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. SCC maintains an atmosphere in which intellectual freedom and independence exist.

## **13. FACULTY**

SCC has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities

exists which includes development and review of curriculum as well as assessment of learning.

#### **14. STUDENT SERVICES**

SCC provides for all of its students appropriate student services that support student learning and development within the context of its institutional mission.

#### **15. ADMISSIONS**

SCC has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

#### **16. INFORMATION AND LEARNING RESOURCES**

SCC provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

#### **17. FINANCIAL RESOURCES**

SCC documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

#### **18. FINANCIAL ACCOUNTABILITY**

SCC annually undergoes and makes available to the public an external financial audit by a certified public accountant or an audit by an appropriate public agency.

#### **19. INSTITUTIONAL PLANNING AND EVALUATION**

SCC conducts on-going institutional planning and evaluation to ascertain how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. It is encouraged to further develop those structures and processes, and to document them. SCC provides some evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution does some assessment of progress toward achieving its stated goals. It should increase the degree to which it makes decisions regarding improvement through an on-going and systematic cycle of evaluation, integrated planning, implementation with appropriate resource allocation, and subsequent re-evaluation.

## **20. PUBLIC INFORMATION**

SCC publishes a catalog for its constituencies with precise, accurate, complete, and current information that includes all of the requisite elements.

## **21. RELATIONS WITH THE ACCREDITING COMMISSION**

SCC provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

### **Visit Attendant to Substantive Change Report**

In January 2005, SCC submitted a Substantive Change report to the Commission which was subsequently accepted in April 2005. As specified in regulation, a limited site visit was conducted as part of this comprehensive evaluation. Six members of the evaluation team, including the team chair, conducted a visit of the Orange Education Center on October 19, 2005. The team thoroughly toured the facility, interviewed faculty, staff, and administrators, and verified that an effective relocation of SCC's continuing education program from its former facility to its new facility had been effected successfully. The team concluded that SCC meets current Commission standards regarding its off-campus educational program.

**Evaluation of Santiago Canyon College  
Using 2002 ACCJC Standards  
Standard 1  
Institutional Mission and Effectiveness**

**Response to Recommendations of the Previous Team**

***1.1 That upon completion of the college educational master plan, the college revisit the mission statement and assess its accuracy and breadth.***

An EMP was completed in 2003 and, following its completion, the college mission statement was reviewed in a series of retreats and a structure and process was established for the continued annual review of its content and relevancy. The mission statement is published and widely disseminated through a variety of vehicles.

The college has substantially addressed this prior recommendation.

***3.1 That the college develop comprehensive college-wide planning to determine how it will document institutional outcomes and evaluate institutional effectiveness.***

An EMP was completed in 2003, which includes the college's vision, mission, goals, and objectives, as well as those of each discipline, department, and program. These latter elements are coordinated with the college's goals and objectives and are updated annually based on the progress of individual departments and programs in meeting their stated goals and objectives. The program review process, which operates on a three-year cycle, includes a review of the planning elements along with qualitative and quantitative performance data and outcome assessments.

The college has substantially addressed this prior recommendation.

**General Comments**

The college's response to this standard was generally clear and complete. The college mission statement is reflective of the campus culture and spirit. The mission statement is the foundation for the EMP, which was developed in response to a 2000 WASC recommendation, and completed in the spring of 2003. The college mission statement is closely related to the district's mission statement and is critical to institutional planning and decision-making. Evidence verified that the mission statement is well developed and kept current through a representative governance and decision-making process. The mission statement is widely distributed on a regular basis and is available to all faculty, staff, and students.

## **Findings and Evidence**

### **Mission**

The Santiago Canyon College (SCC) mission statement addresses a commitment to develop knowledge and understanding, critical thinking, sound decision-making, cultural awareness and a commitment to local and global citizenship. Evidence validated that SCC evaluates the mission statement on an annual basis and it clearly defines the educational purposes of SCC. The latest revision of the mission statement occurred in the fall of 2004 and was approved by the Rancho Santiago Community College District (RSCCD) Board of Trustees in February, 2005. (IA1, 1A2)

The team noted that the mission statement is included in the college catalog, class schedules, and appeared on the agenda of council and committee meetings. In addition, it is posted in classrooms, service centers and in various other locations on campus. The majority of faculty, students and staff that were interviewed were aware of the SCC mission statement.

Based on its mission statement, the team determined that SCC offers a comprehensive curriculum that includes university transfer, associate degree, and certificate programs. In addition, SCC provides community education, technical certificate programs, non-credit courses, and basic skills development. It also provides a wide range of support services for its diverse student population.

Through interviews and evidence including surveys, reports, committee meeting minutes, other statistics, and the EMP, the team determined that SCC has established student learning programs and services that are aligned with its mission, its character, and its student population. (IA1)

Through interviews with administrators and members of college constituencies, the team concluded that the College Planning and Allocation Council (CPAC) and constituent groups of the college recommend all changes to the mission statement to the president of SCC. Upon recommendation of the college president, the RSCCD Board of Trustees must then approve all recommended changes in the mission statement. Each newly-adopted mission statement is published and widely distributed. (1A2)

As evidenced by the information in the EMP, data on completion of degrees and transfer requirements, department and program reviews, and RSCCD research, the team concluded that all college constituencies are involved in an annual review and appropriate revisions of the college mission statement. Each newly-adopted college mission statement is published and widely distributed. (1A3)

Through interviews with faculty and staff and examination of documents, the team determined that the mission statement of SCC is central to institutional planning and decision-making. The mission statement is the foundation for the college's EMP, which is the primary tool for institutional planning. Through interviews and review of the EMP

and other documents, the team determined that the SCC mission statement is widely used in institutional planning and decision-making. The team verified that no decisions for growth and development are made unless the purpose and concept are congruent with the EMP and support the college's mission statement. (1A4)

### **Improving Institutional Effectiveness**

Commendable evidence of the focus on improving student learning through the establishment of Student Learning Outcomes (SLOs) is apparent in numerous, self-reflective, campus-wide activities. The SLO Progress Report, the EMP, and minutes of various committees evidence a general college-wide embracing of the value of SLOs for all programs and courses. (1B1)

SCC completed its first EMP in 2002 in response to a recommendation of the accreditation team in 1999. The college used the mission statements of the district and SCC as the foundation for the EMP. In reviewing the EMP, the team noted that it included the college vision statement, mission statement and goals of SCC. Following a thorough examination of the EMP and its supplementary planning packets, the team concluded that while great strides have been made, there remains a general lack of detail in the formal processes, procedures, timelines, and frame of reference for many departments, disciplines, and programs of the college. (1B2)

Through an examination of Planning Cycle samples, sample surveys, minutes of the Technical Advisory Committee, and the Collegial Governance Notebook, the team concluded that the college uses an evaluation cycle of processes that includes both qualitative and quantitative data. (1B3)

Through interviews and documents, the team determined that the college demonstrates broad-based planning with opportunities for input through its EMP. The CPAC is the primary decision-making body of the college and is comprised of representatives of all constituencies of the college. The members of CPAC use the EMP as their reference to make sound decisions and to provide a link to resource allocation. CPAC also provides a collegial road map for planning. In addition, all individuals and groups are invited to attend any council or committee meetings to discuss recommendations that may affect the college's effectiveness. (1B4)

Through interviews and documentation, the team verified that the RSCCD office has a fully-staffed and active district research department that conducts surveys, analyzes longitudinal student data, and publishes and distributes reports on a regular basis to the college. The team reviewed institutional reports, including campus survey reports, transfer, degree and certificate information, student satisfaction surveys, VTEA core indicator reports, and the EMP's evaluation components. The team determined that the college and community constituents are kept informed about the effectiveness of the college through regularly published reports. (1B5)

Through the documents on site and the information in the Self-Study Report, the team found evidence that the college regularly uses research, including internal and district surveys, enrollment growth, and numbers of degrees and transfer completions to determine the effectiveness of its current planning and resource allocation process. However, the team was unable to determine the process for integrating the data into specific improvements. (1B6)

The Self-Study Report stated that the EMP provides a system for all Discipline, Department, and Program Plans (DDP's) to annually survey their vision, mission, and goals, and rate their success in meeting their objectives. Following a thorough review of the EMP and samples of program reviews, the team concluded that there remained a lack of detail and depth to sufficiently document the EMP's effectiveness in improving instructional programs, student services, and library and other support services. (1B7)

### **Conclusions**

Based on the Self-Study Report, resource documents, and interviews with SCC faculty and staff, the team concluded that the college is in compliance with standard I.A and portions of IB.

The revised mission statement clearly defines SCCs' broad educational purposes, its intended student population, and its commitment to student learning. The college has done an admirable job in developing its mission statement, and when completed, the new SLOs will enhance institutional effectiveness. The EMP is in the initial stages of development, and its planning, methods of implementation, and evaluation processes will need further refinement and expansion, particularly in specific detail and analysis. With respect to DDPs and improving instructional programs, evaluation procedures need to be improved and expanded. The team noted that many of the DDPs provided only quantitative data without any narrative and did not fully describe the extent to which program goals and objectives are being met.

### **Commendations**

1. The college is commended for its progress to date in developing and implementing SLOs across the institution. The college is commended for the groundwork it has laid for the work of defining and assessing SLOs college-wide, including the creation of two outstanding SLO handbooks. Moreover, commendations are due to the members of the CIC and SLO committees for the groundwork they have laid for the work of defining and assessing SLOs college-wide.

### **Recommendations**

1. The college should continue to develop and refine the EMP as part of its cycle of evaluation, so that college goals and objectives are clearly identified, are based

upon an analysis of qualitative and quantitative data, are measurable, and are regularly re-evaluated. (IB2, IB3)

## STANDARD II

### STUDENT LEARNING PROGRAMS AND SERVICES

#### Response to Recommendations of the Previous Team

***2.1 That the college review and revise where appropriate the college catalog to ensure that it clearly delineates the courses and educational programs and services offered at each college.***

The college produced its initial independent college catalogue in 2005. The catalog clearly and accurately reflects the programs, degrees, certificates, and services offered. It contains information about both credit and non-credit course and programs.

The college has substantially addressed this prior recommendation.

***4.1 That the college work diligently toward the completion of the educational master plan.***

An EMP was completed in 2003, which includes individual five-year plans developed of disciplines, departments, and programs, which seeks to link projected resource needs (personnel, equipment, facilities, supplies and other operating expenses) to the college budget development process, and to articulate the vision, mission, goals, tasks and activities of each college unit.

The college has substantially addressed this prior recommendation.

***4.2 That the college establish a timeline and implement an academic program review process.***

The college developed a program review process in early 2002 and implemented it later that year. The program review process is integrated with the EMP process and informs college budget development. As of 2003, all instructional departments had completed program review. However, in the areas of library and learning support services, program reviews have not been completed to date.

The college has substantially addressed this prior recommendation.

**5.1 That the college address the need for adequate funding, facilities and staffing to provide direction for the expansion and development of a comprehensive student services program.**

In 2002, the college employed a dean of counseling and support services, who has led the rapid and extensive development and expansion of student services. The college now offers service in the following programs: Admissions and Records, Counseling Center, Matriculation Assessment Center, Academic Success Center, Career Center, Transfer Center, Job Placement Office, Extended Opportunity Programs and Services (EOP&S), Disabled Services Programs and Services (DSPS), Financial Aid, Outreach and retention Services, Student Activities, Health Center, CalWORKs, Re-entry Students/Women's Resource Center, Cross-Cultural Resources, Associated Student Government, and Intercollegiate Athletics.

The college has substantially addressed this prior recommendation

**6.1 That the college develop and implement a formal plan to ensure adequate and consistent fiscal support and staffing to meet the current and future needs of the Library, Tutoring Center, Computer Labs and Media Services.**

The college is currently constructing a new 40,000 square foot Library/Learning Resource Center to replace its existing 5,000 square foot facility. Since its last accreditation visit, the college has added one full-time librarian, and one part-time librarian. With occupation of its new facility in 2006, the college plans to add additional faculty and staff in order to be able to expand hours of operation and level of service to students. The library has developed plans to fund increased book acquisitions and information databases, as well as equipment and furniture needs. This plan is in the process of implementation, supported primarily through categorical state funding and external grant resources.

The Tutoring Center has developed a five-year plan to increase its service to students. To date, implementation of the plan is just beginning. The Computing Lab was upgraded in 2001. Media Services has acquired new instructional equipment, including portable multi-media carts and portable LCD projectors. Additionally, the college has equipped three classrooms with full multi-media capability and plans to add additional classrooms as resources permit.

The college has substantially addressed this prior recommendation.

## **General Observations**

### **Instructional Programs**

All parts of this standard are fully or partially met. Where the standard is partially met, it is due primarily to the ongoing implementation of SLOs. The college has made deliberate and commendable progress on SLOs. A dedicated Curriculum and Instruction

deliberate and commendable progress on SLOs. A dedicated Curriculum and Instruction Committee (CIC) has been instrumental in updating the curriculum to develop the college's first catalog and in guiding the dialogue about SLOs. With the new Title III grant, resources, a timeline, and processes are in place to institute SLOs and assessment across all instructional programs and courses.

Strengths in this section are the excellent way in which the college's mission is linked to the development of goals and program development; the close working relationship of district research with instruction to provide useful reports; the reliance on data, studies and surveys for decision-making about instructional programs; deliberate planning processes based on evidence; the use of the Student Satisfaction Survey to gather information on student's perceptions of the college's SLOs; and the wide range of instructional programs including credit, non-credit, community services and apprenticeship programs. The non-credit program is held in equal status with the credit program. Notable also is the rapid increase in the numbers of certificates and degrees awarded demonstrating SCC's growth to a comprehensive college.

While this standard provided descriptions of several, interlinked planning methods leading from individual program planning toward the DDP and EMP, evidence showed that the execution could be improved. For example, the completed instructional program review documents lack specificity and descriptive analysis. While it is clear that the relationship between research and instruction is close, written documentation to show how research results are analyzed and implemented was lacking.

SCC is very attuned to the diversity of students attending classes at the college and of their educational needs. SCC relies heavily on trend data reflecting economic diversity and growth of the community population. These data, coupled with occupational outlooks and anticipated market trends, are used to identify existing academic programs that need to be enhanced and new programs that need to be considered for development. Other such data used to identify program needs include student surveys and special data queries used in order to provide as much evidence as possible before the college commits funds and materials to proposed programs.

Especially important to the college is the emergence of new programs which need careful planning and dedicated funding, which is often scarce in these times of austerity. The Orange Education Center, which provides basic adult education, ESL courses, citizenship training, and child care awareness classes, appeals to a very select and needy segment of the student population. These short term and very specialized-subject courses meet special needs in the surrounding community. (IIC1a)

### **Student Support Services**

Regarding student services at SCC, the Self-Study Report comprehensively and cogently addresses all items within the standard, using appropriate evidence and a refreshing, clear style. It is difficult to imagine a student services program that has enjoyed more positive and exciting change than this one. The 1999 Self-Study Report and site visit resulted in

the following recommendation: *That the college address the need for adequate funding, facilities, and staffing to provide direction for the expansion and development of a comprehensive student services program.* Six years later, the present student services program exceeds all expectations in the identified areas of funding, facilities, and staffing.

On every point of comparison—plans, programs, personnel, physical plant—student services at SCC either has created a new service entirely or expanded and refined what existed previously. Approved plans for Matriculation, EOPS, DSPS, and Transfer yielded a million dollars in categorical funds. New programs include the above, plus the High School and Community Outreach, CalWORKs, an expanding Intercollegiate Athletic Department, and a new on-site Articulation Officer. The Academic Success Center serves basic skills students, GED high school students, and ESL students, as well as offering a seamless transition from non-credit to credit for many students from the Orange Education Center. In the first quarter of this fiscal year, the new on-site Financial Aid Officer has helped students gain 1.67 million dollars in aid, roughly the same amount as in all of the last fiscal year.

Online and website admission capabilities enhance student access in ways beyond imagination in 1999. The 10,000 students in the continuing education program now enjoy increased student support service staff at the new Orange Education Center, an award-winning 60,000 square foot building. The 30,000 square foot Student Services and Instruction Building addressed on-campus space issues dramatically. Although there is a need for increased counselors, staffing has surged. Clearly, SCC has designed and implemented a student services program that would be the envy of much older colleges.

### **Library and Learning Support Services**

The existing library is small, approximately 5,000 square feet, and conveys a warm, welcoming, and studious environment. The library collection is relatively limited but with the collaboration of the faculty, the library staff work hard to ensure the holdings are of sufficient quality, quantity, depth, and variety so as to provide ample resources to support the college's programs and curriculum. The library also offers computers for students to use for conducting research, microfilm scanners, copy machines, and a variety of audio and visual machines. One rather nice feature of the library is the number of private study rooms that comfortably accommodate up to six people each and offer some degree of seclusion for serious students.

Construction has already begun on a new 40,000 square foot building which is slated to house a new and much larger library, and several other learning support services. The decisions regarding which specific services to be located in the new building is being deferred by the Vice President of Academic Affairs until an assessment can be made about the traffic patterns within the new building, the acoustics of the hallways and rooms, and other related aesthetics conditions. Funds to increase the size of the library's collection have been included in the budget. These programmed changes are expected to substantially improve the student learning support services offered by the college, and in

turn, to facilitate the achievement of SLOs. The anticipated completion date of this new building is Fall 2006.

Of significant note is the attitude of the faculty and staff within the entirety of the library and learning support services. Wherever one travels on campus and whomever one talks with in these areas, the positive attitude and willingness of the faculty and staff to help improve the college is remarkable. Equally noteworthy is the leadership ability of the Vice President of Academic Affairs. It is the pride, energy, and enthusiasm for helping people which personifies her presence and reflects in the people who work for her. It makes one envious not to be working there.

The library and other learning support services have an abundance of data from which to draw and assess the effectiveness of these functions. These data include several types of student satisfaction surveys, student usage reports, some national standards, and most recently, program reviews. However, the data available is nearly all "descriptive" in nature which severely limits the degree of analysis from which to draw conclusion and identify improvements. These support services made no mention of specific data analysis either in their Self-Study Report or during the meetings and interviews that took place during the visit. SCC should be proud of the amount of institutional and student achievement (descriptive) data made available, but should embark upon more meaningful statistical studies to further explore the achievements of SLOs, and student needs.

While the library and learning support services have compiled a great deal of data and tried to tie the identified changes into the budget process, they have not yet developed SLOs to use as measures of effectiveness. Additionally, the learning support services do not describe much dialogue taking place among these faculty and staff members concerning SLOs. Rather, it seems these support areas are still waiting for policies, instructions, and templates to be finalized before they begin the SLO development process. A college-wide committee is still formalizing the details of the SLO development process.

## **Findings and Evidence**

### **Instructional Programs**

In support of its mission, SCC offers a comprehensive curriculum that includes university transfer, associate degree, career education, technical certificate programs, community services, non-credit courses, basic skills development, apprenticeship programs, and a range of support services for SCC's diverse population. Evidence of the college's commitment to non-credit education is the recently opened new Orange Education Center and the Academic Success Center that assists students to transition successfully from non-credit to credit. The minutes of the Orange Unified School District and SCC Articulation Council indicate detailed planning for the transition of high school students to the college, including offering certain courses in high schools. Paralleling the growth of the college, the number of degrees and certificates awarded has risen dramatically in the past five years.

In preparation for the publication of SCC's first catalog in fall 2005, an impressive amount of curriculum work was accomplished, as documented in the March 2005 Board of Trustees Curriculum Summary.

The college uses systematic processes based on a variety of evaluative methods to assess programs and courses for currency, teaching and learning strategies, student learning outcomes, and to assure that goals are linked to the college's mission. In support, the RSCCD research department provides data on trends in the economy, vocational growth clusters, growth occupations as well as carrying out specific studies and surveys requested by faculty and administrators. An annual Student Satisfaction Survey assesses students' satisfaction with their overall experience at SCC. All programs develop goals annually (DDP) and these are included in the Educational Master Plan, which is revised annually and reviewed in-depth every five years. SCC meets this standard. (IIA1a)

The college has a commendable range of delivery systems and modes of instruction. These include innovative scheduling, distance education, an Honors program, Study Abroad program, individualized instruction and tutoring in a variety of modes, academic computing center, continuing (adult) education, apprenticeship programs, and community services fee-based classes. This standard is met. (IIA1b)

For more than three years, SCC has engaged in a robust faculty-led dialogue about SLOs and assessment. Initially discussions were centered in an *ad hoc* subcommittee of CIC. This committee was recently formalized as the Student Learning Outcomes Committee with a mission and measurable objectives, a committee of the Academic Senate. A committee has sponsored a variety of activities – workshops, committee dialogue, infomercials to all faculty members about SLOs, selection of an SLO coordinator, an SLO website, and two new SLO handbooks (the SCC SLO Handbook and the SCC SLO Implementation Manual). A strong foundation for assessment has been established. The new Title III grant provides funding for the SLO coordinator, training in SLOs, and their implementation over a 5-year time span and permits the college to move forward with assurance of the necessary resources to accomplish this work. The Title III plan calls for 15 faculty members to be trained in each of four years, and an additional 10 faculty to be trained as trainers for each of two years, which should ensure an excellent cadre of faculty who understand and are skilled in SLOs and assessment. (IIA1c)

The SCC CIC acts upon the initiation and revision of new programs and courses in accord with regulations, policies, and recommended best practices. Processes to assess the quality of programs include quadrennial review of programs and courses; program reviews; review of annual student satisfaction surveys; and input from programs to the EMP. Each department, including non-credit, has its own curriculum committee which serves as the first level of review of proposals prior to submission to CIC. The SCC CIC meets twice monthly; district curriculum committee meetings are held monthly, if needed. All curriculum, credit and non-credit, is considered by the CIC and is published in the catalog. The SCC CIC has created a comprehensive Curriculum Handbook that provides clear guidance on all aspects of creating or modifying courses or programs. For courses in common with SAC, written directions are given to the faculty or department

curriculum originator about how to reach agreement prior to submitting curriculum. In the event that the two colleges cannot reach agreement, a new course is created. Courses in common share certain essential elements; the college may have different responses to other elements. It is this flexibility in the course outline that the college intends to utilize in order to write student learning outcomes at the course level. Other than the fact that the SLO process is underway and not yet completed, the college is in compliance with this standard. (IIA2a)

Methods are in place to establish and assess student learning outcomes: program review, advisory committees for all vocational programs, competency-based curriculum for vocational disciplines, and research data available to programs. This standard is partially met, and if the published five-year plan is followed, the college should be able to meet this standard by that time. (IIA2b)

Minutes of spring 2004 meetings and some spring 2005 meetings for occupational program advisory boards documented active industry participation, and that advisory boards provide specific program improvement advice that better prepare students for employment and to meet the workforce needs. (IIA2b, IIA5)

The team confirmed that SCC complies with state requirements for curriculum processes and standards. Each spring, a list of courses needing quadrennial review the next year is created and distributed. The CIC has the charge of assuring that all courses are reviewed in a timely fashion. Courses not offered at least once every four years are deleted. Discussions with the CIC co-chairs, the vice president of academic affairs, a review of the Curriculum Handbook, and the March 2005 Board Curriculum Report all serve as documentation that the college meets many aspects of this standard. Additionally, the SCC Transfer Planning Guide, published annually, provides detailed information on transfer course requirements for a wide range of majors for transfer to regional universities, both public and private. With the full implementation of SLOs at the end of the next five years, the college will be in full compliance with this standard. (IIA2c)

Instruction is offered in a range of delivery methods and styles. These include web enhanced courses, hybrid courses, on-line courses, interactive teleconferencing, combination credit/non-credit basic skills classes, short-term delivery, weekend classes, open entry/open exit non-credit classes, specialized methodologies, and various instructional support services. Moreover, the college provides staff development workshops to support faculty in developing effective delivery modes and teaching methods. SCC meets this standard. (IIA2d)

The Self-Study Report states that the evaluation of all courses and programs, both credit and non-credit, is an integral part of the academic environment at SCC and lists at least five methods of on-going review that are evaluated for each program every year, although the team could not find a comprehensive document demonstrating the cumulative evaluation from all these methods. One form of input comes from faculty and from students via the annual Student Satisfaction Survey. Another is a set of enrollment, FTES, grade, gender and ethnicity data provided each program annually as part of the

planning process. The district research department provides research reports on selected aspects of student success and retention, including tracking students through “gatekeeper” parts of the curriculum such as ESL, English and Mathematics. Available in the team room were four or five major research tracking reports, none more recent than Spring 2004, although no information was provided to demonstrate changes that might have occurred based on analysis of these reports.

Evidence in the team room documented that the college does have a systematic program review process for all instructional programs. The program review document includes six components: goals and objectives, curriculum and program management; resources; faculty; internal and external communication; outcomes assessment. Department faculty members respond to several statements for each component by ranking on a 1 (not met) to 4 (exemplary) scale and have the option of including narrative. Completed program reviews available in the team room indicated that most programs provided rankings, but do not include any narrative that would provide insight into the issues facing the program. (IIA2e, IIA2f)

Only the Mathematics Department uses a uniform final examination in some courses. These exams were the result of analysis of student success rates in collaboration with the research department and are a good example of program improvement guided by assessment of student outcomes. Analysis has also been done on the success of students who progress sequentially through mathematics compared to those who are placed according to placement test scores. This standard is met. (IIA2g)

As determined by an examination of the catalog and schedule of classes, the college identifies how credit is awarded and provides information on degree and certificate requirements. Title 5 and the Carnegie unit formula are the standards by which course credit is determined. Specific requirements for all programs are presented in the catalog. Certificate and degree awards are based on achievement of the stated program requirements. When SLOs are fully developed, more profound measures of student outcomes for specific programs will be possible. The college meets this standard. (IIA2h, IIA2i)

A general education philosophy and statement that integrates SCC’s core SLOs (Think, Learn, Communicate, Act) with its general education (GE) areas is printed in the college catalog. The new statement very elegantly integrates the core SLOs into GE. SCC offers a wide range of courses in all the GE areas and provides ample opportunity for students to fulfill these requirements. What has not yet occurred, but is planned for this fall, is to determine the specific SLOs for general education courses and, further, to assess how well the SLOs are achieved by students. Therefore, the link between the core SLOs and general education requirements has been conceived but not yet implemented. (IIA3a)

The requirements of Standard IIA3b and IIA3c are included in the general education SLOs statement and the required 24 units of general education for the Associate degree. Additionally, requirements for the Associate degree include proficiencies in reading and mathematics; oral communication; and a computer skills requirement, and three units in

English composition and three units in communication and analytical thinking. Students must meet all these requirements, and more, to earn the Associate degree. The annual SCC Student Satisfaction Survey was used to assess the level to which respondents believe the college has assisted them in acquiring several of these skills –among them communications and critical thinking skills. Ratings varied widely depending upon the skill being assessed. The college is making progress on this standard but still has some way to go as faculty individually and collectively determine appropriate course, program, and general education outcomes. (IIA3b, IIA3c)

The catalog provides a listing of course requirements for each degree. Each includes at least one area of focused study and a minimum of 18 units. The numbers of degrees and certificates awarded by SCC has steadily increased in the past few years – evidence that the college is providing the necessary courses for students to complete their degrees. The institution is in compliance with this standard. (IIA4)

The college offers 42 vocational degree programs and 72 certificate programs, of which 23 are specific to the Apprenticeship Program. This last is now the largest apprenticeship program in the State of California. Each vocational and occupational program relies upon the advice of an advisory committee in order to remain up-to-date; documents in the team room provided the evidence for this. SCC meets this standard. (IIA5)

The SCC catalog provides general transfer information, including transfer of credit, in a format that is clear and accessible. The SCC Transfer Planning Guide provides detailed information about which courses meet California State University GE and IGETC requirements. It also provides transfer major information for students transferring to regional public and private universities. (IIA6a)

SCC has a board policy and procedure, adopted in 2000, to address either eliminating a program or changing one significantly; the policy is printed in the SCC Curriculum Handbook. The steps are clearly outlined and provide for program analysis using quantitative and qualitative data; a period of internal efforts to ameliorate the situation; a comparative study leading to recommendations; final review and recommendations to the college president and others. Should elimination or major changes become necessary, arrangements are made for students to complete their education in a timely manner. This standard is met. (IIA6b)

Catalog, class schedules, website, course syllabi, flyers and brochures are all used to present information to the public about the college. Annual review occurs to assure accuracy and clarity. The college also produces and distributes a number of reports to the community. This standard is met. (IIA6c)

Board Policy #4201, Faculty Academic Freedom, adopted in 1995 addresses the academic integrity of the teaching-learning process, the rights and responsibilities of faculty members, and the district's commitment to free pursuit and dissemination of knowledge. These subjects are also covered in the agreement between RSCCD and the faculty union. This standard is met. (IIA7a)

Within Board Policy 5201, Standards of Student Conduct, revised August 2005, are contained guidelines for student academic honesty and disciplinary action for dishonesty. In addition, SCC has adopted an Academic Honesty Policy that is printed in the Catalog and in the Curriculum Handbook. The same information is included in all syllabi given to all classes at the start of the semester and printed in publications provided to students prior to their enrollment. This standard is met. (IIA7b)

Standards II.A.7.c and II.A.8 are not applicable to SCC.

### **Student Support Services**

Clearly the student services program at SCC offers the “high-quality . . . student support services . . . and learning support services,” called for in Standard IIB1. Areas for continued growth may rest in the standard’s requirement to ensure that those services “facilitate and demonstrate the achievement of stated learning outcomes.” An examination of the responses to Standard II B reveals myriad ways in which student services contributes “to an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility” (Standard II , Preamble). Specifically addressing student services, the standard requires recruitment and support of diverse students, identification of students’ needs, and creation of a supportive learning environment, “characterized by a concern for student access, progress, learning, and success”. The Self-Study Report and site visit demonstrate fully that these standards are being met commendably. (IIB)

That the “institution systematically assesses student support services using student learning outcomes” is less evident. Throughout the student services area, progress needs to continue in increasing the role of defined student learning outcomes in guiding, assessing, and improving all student services.

The Self-Study Report describes as “partially met” the assurance of quality student support service, “regardless of location or means of delivery,” to “support student learning” and the mission of the college. The descriptive summary presents a vibrant, comprehensive student support service structure, designed to support student success from the moment the application is reviewed in admissions onward through assessment, orientation, and referral to a variety of support programs. A number of satisfaction/effectiveness surveys and data on a variety of rates (persistence, performance, transfer, degree/certificate) gauge effectiveness and guide improvement. (IIB1)

According to the descriptive summary for Standard IIB1, all programs within student services have completed program review within the last three years with the exception of one (the new high school and community outreach program). Some of the reviews are dated June 16, 2005. While serving as a good start to more meaningful program review, the individual reviews are uneven in analysis, depth, and development. Two program review formats are used: a rating system involving only numbers and an open-ended five- or six-point template-style outline. The purely numerical review process would benefit from some explanation and analysis of supporting data; some of the more narrative

reviews are often thin and contain little data or analysis. In all cases, precisely defining student learning outcomes for these programs would focus these reviews and link them more effectively to a more substantive EMP, better serving assessment, planning/budgeting, and improvement.

The college must be commended for the outstanding 2005-2006 catalog. From just a page in a joint district-wide catalog six years ago, SCC has grown their first stand-alone catalog and thereby met this standard in full. The 2005-2006 catalog is complete in all its elements, visually appealing, and stylistically clear and concise. The catalog is also available online at <http://sccccollege.edu>. This compilation was a formidable process, and the campus community is justifiably proud of the excellent result and the autonomy this first SCC catalog conveys. Class schedules are mailed to all residences, and the excellent Student Handbook and Planner are distributed, and portions are online. (IIB2a, IIB2b, IIB2c, IIB2d).

The extraordinary growth in the services it offers, e.g., EOPS, DSPS, Transfer Center, Cal Works, Financial Aid, and High School and Community Outreach, attests to the wide-ranging needs student services addresses. Whether recruited from high school, the Orange Education Center, or the community-at-large, a new student is supported by matriculation, assessment, orientation, advisement, financial aid, and counseling. A variety of data shows that both volume and satisfaction have increased across the wide menu of SSS options. (IIB3a)

The ten thousand non-credit students at the Orange Education Center are served by recruitment specialists, counselors, and instructors in an astoundingly beautiful place of which the staff is justifiably proud. A vibrant childcare center completes the “appropriate, comprehensive, and reliable services” offered in this non-credit setting. “Passport to Your Future” supports transition to credit courses at SCC. (IIB3a)

With commendable restraint, the Self-Study Report declares this standard is “partially met.” Given that identified student need has directed specific past changes, e.g., hiring an articulation officer to ease transfer, expanding the Transfer Center, developing a non-credit/credit bridge in the Academic Success Center, it is reasonable to expect that SCC will continue to improve its excellent support of all students.

The Self-Study Report describes as “partially met” the need to provide “an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development”. The descriptive summary focuses on satisfaction survey, plans, and program review as aids to evaluate the elements specified in the standard and improve the academic and social environment. Dialogue on the learning environment is the focus of exchanges with a number of councils and committees, the most fertile possibility for this standard being the SLO Committee perhaps. A range of activities are listed “to engage civic and personal responsibilities and learn leadership skills” (Self-Study Report, II B-8). (IIB3b)

During the site visit, dialogue with student leaders from ASB, Phi Theta Kappa Honor Society, and a campus club revealed that the students could cite numerous examples of evidence that such an environment exists at SCC. Also the Student Equity Plan Indicators point to outcomes (albeit without measurement) consistent with satisfying this standard. Still, efforts would be more focused with clearly defined SLOs that could be implemented, measured, and used to determine improvements.

The counseling and advising functions at SCC are clearly the linchpin of all other student services; Standard IIB3c is solidly and dynamically met. Student surveys are cited in support of the quality of counseling programs and services; point-of-service effectiveness surveys are conducted each fall. The 2003 program review resulted in and guided the expansion and development of counseling and advising under an inspired and inspiring dean of counseling and student services. A number of improvement opportunities are offered to enhance and upgrade advising expertise. New office, class, and confidential-counseling space permits this dynamic array of programs to expand; however, a continuing lack of sufficient counseling staff limits extending more services, as the planning agenda item requesting full-time and part-time counseling staff attests.

The standard on “programs, practices, and services that support and enhance understanding and appreciation of diversity” (IIB3d) is “partially met.” To support this conclusion, the study offers an unusual mélange of evidence: statistics on student ethnicity accompany statistics showing 24% of students queried participate in a club or organization, and 46% of students on this commuter campus “spent no time on campus for non-classroom activities.” Relevance to diversity is not immediately evident, and such participation rates are actually enviable. A sample of programs, hiring, plans, event, and courses that touch on diversity are listed. The planning agenda states that lack of student involvement needs to be “re-evaluated and addressed by student services and instruction personnel.” Lack of student engagement, not diversity, is the focus of the planning agenda. Clearly identified, measurable, specific student learning outcomes should improve the degree to which this standard is met. Perhaps increasing dialogue with and among students might help to identify specific student learning outcomes relevant to diversity and also to student involvement. (IIB3d)

The college meets the standard requiring use and validation of unbiased placement instruments. The instruments used for placement in English, math, reading, and ESL are all from the state-approved list and are warranted as unbiased. Thus, this standard is described as “met.” Supporting evidence depends on the district research department’s services in validating cut scores. District researchers have supported the college in developing, validating, and receiving state approval on two “homegrown” instruments—a writing sample and an ESL test. In spite of these considerable efforts on the part of researchers and faculty, funding to pay for readers does not permit the college to use these approved tests. As administered, all tests are drawn from the approved list and are monitored to avoid bias. (IIB3e)

In further support of Standard IIB3e, admissions procedures are clear and focused, depending upon information gleaned from application forms by trained, multi-lingual

admissions personnel, working one-on-one with students. Students are encouraged to matriculate and are rewarded for doing so with early registration.

Permanent records are secured in accordance with Board of Trustees policies and provisions of state regulations for the storage, confidentiality, and release of records. Server data is backed up twice daily on both tape and disc. In addition, "Disaster Recovery" storage of records is provided off-site in Phoenix (IIB3f).

In evaluating student services, the college needs to provide evidence that services "contribute to the achievement of student learning outcomes" and that the college measures and uses these results to bring about improvement. The self-study assessment that this standard is "partially met" is supported by district research data, reports on enrollment trends, student characteristics, and various rates, as well as effectiveness and satisfaction surveys. The descriptive summary declares that "Knowledge of student needs is also a part of assessing program effectiveness," driving analysis and planning. A variety of sources of this "Knowledge" are listed, e.g., the college application, Orientation Needs Assessment Form, Transfer Interest card, as well as student demand for appointments and classroom visits. Program review, the EMP, and the DDP are mentioned. The standard is described as "partially met," based on program review and positive trends in student achievement. The planning agenda declares that program reviews will be used to determine "impact on student learning" (Self-Study Report, IIB12). Although the planning agenda focuses on evaluating the impact of student services on student learning, there is no reference to the clear identification of the specific SLOs as having an impact on student services. (IIB4)

Dialogue focused on identifying specific SLOs on the global and also the individual program level will aid student services in clarifying and gathering evidence that these stated SLOs are being met, as this standard requests. Once those student learning outcomes are determined, evaluation of how they are being met by student services will be useful in determining possible improvement to the program.

### **Library and Learning Support Services**

Library regularly schedules classes in the classroom portion of the library to orient students to library use and research. They offer classes in bibliographic instructions which are tailored to specific courses and disciplines, and outreach classes to students enrolled in classes at the Orange Education Center. They also offer customized classes for Disabled Student Programs and Services, and stand-alone classes in Library and Information Studies (LIS 100), and the Introduction to Library Research (LIS 103). Additionally, the library faculty provide training in the use of citation guidelines using the Modern Language Association (MLA), and American Psychological Association (APA) manuals. Students may also take a self-paced literacy tutorial, or attend workshops in "Writing a Research Paper", "Advanced Catalog Features", and "Remote Access". The Tutoring Center, Math Study Hall, Writing Center, Academic Success Center and the Academic Computing Center all offer a variety of instructional services so that students are able to develop their skills in information competency. Instruction in the

use of many computer programs which are associated with college classes are provided, along with basic skills instruction in reading, ESL, English, and Mathematics are all available. (IIC1b)

Access to the library can be obtained via online access to the college's website. This avenue for obtaining library and other support services information is available to both students and faculty, regardless of their location or type of class (means of delivery). In addition to the library's information, faculty and students can access the SCC homepage, and SAC's homepage which then provides them availability to review information regarding other support services available at SCC. California State University, Fullerton and Long Beach's libraries, which have a reciprocal borrowing agreement with SCC, can be accessed in order to insure the appropriate books and readings are available to students. (IIC1c)

The library is secured by means of a 3M detection system located at the entrance/exit door of the Library. The 3M security system detects a 3M security strip located on each piece of print and non-print media. When attempts are made to pass through the entrance/exit security gates with materials possessing these security strips, an alarm sounds. Library security is further supported by means of four monochrome security cameras that operate 24 hours per day. These cameras are located in each of the four quadrants of the library and continually record video images. For safety reasons and to complement the building's security system, a fire alarm system is installed and extinguishers distributed throughout the library. Removable equipment such as computers, DVD and VCR players, etc., are all secured to the table tops to prevent theft. All the audio visual and computer systems in the library along with the copy machine, Go-Print and Unix server are either maintained by college personnel or via maintenance contracts. A similar type of security and fire prevention system, along with the needed equipment maintenance contracts will be available in the new library that is presently under construction. Other learning support service functions are located in buildings or areas of the campus where normal locking systems provide the required security needed. Similar to the library, maintenance contracts are in place for certain types of equipment such as copier machines, while other equipment items like computers are maintained by in-house Information Technology (IT) personnel. (IIC1d)

Formal contractual agreements are in-place for the library to support the various instructional programs. One contract service is with the On-Line Computer Library Center (OCLC) which allows catalogers to share bibliographic records. This contract is evaluated by reviewing monthly statistics regarding its use by SCC librarians. Another contract exists with Endeavor Information Systems, Inc. which provides the main cataloging system used by students to locate various books and publications, and by librarians to effectively manage the library collection. This contract is also evaluated by observing monthly statistics concerning its usage. Lastly, a service contract exists with Library Technologies, Inc. that provides authoritative control over the bibliographic database. The reference librarians are the main method of service evaluation due to their high usage of this service. (IIC1e)

Assessment of the effectiveness of the learning support services and their contributions to the achievement of SLOs is primarily accomplished by the use of several types of student surveys, along with the feedback received from the Academic Senate and the academic disciplines. This mixture of student and faculty input has led to such changes within the library as the addition of a small core collection of children's books that supports English Literature classes, the addition of health-related periodicals that support research assignments in nutrition, updates of specialized reference materials especially within the Water Science program, and the addition of a French language collection to support cultural studies and proficiency in the French language. In addition, a proposal to relocate the Tutoring Center and the Writing Center within the new library building emerged as a better method of providing these associate support services to the students. (IIC2)

## **Conclusions**

It is clear that SCC has worked diligently since 1998 to develop a comprehensive, high quality educational program responsive to the needs of students and the community. The integration of the non-credit and credit programs, the exceptional Orange Education Center, and the Academic Success Center all reflect a college culture that puts high value on success for all students.

A transformation of the curriculum has occurred over these past few years. The work to achieve this included course and program revisions and approvals, establishing articulation agreements, and establishing the course and program inventory at the state chancellor's office, and culminated in the production of SCC's first catalog this fall. SCC's CIC handbook and processes all document the seriousness and dedication with which the college is addressing these important tasks.

The CIC also led the dialogue about SLOs and assessment. Their work has been careful and measured, informed by a belief that making such an institutional transformation cannot be imposed or rushed. The college is well along in implementing SLOs. A good foundation is in place, a timeline has been created, two handbooks to assist in developing SLOs exist, and fiscal support from Title III provides the necessary resources. Next steps in the work will be creating SLOs for all disciplines and carrying out assessment according to a carefully developed timeline. It is expected that this work will be fully completed by 2010. One notable section in one of the SLO handbooks is the *SCC Statement of Principles of Assessment* that describes how SLOs and assessment will, and will not, be carried out. These handbooks summarize more than three years of thoughtful campus-wide dialogue and dedicated faculty commitment to SLOs and assessment.

Some departments have already moved forward with SLOs--Mathematics, English, History, Philosophy, and Psychology. The Psychology Department has developed departmental SLOs and created a program rubric demonstrating which courses meet the individual SLOs. The Philosophy Department has created its own outcomes and assessment manual. The non-credit programs also intend to develop course-level SLOs

aligned with the college-wide SLOs during their quadrennial curriculum review process. The examples of these forerunners may assist other departments in moving forward.

The college has a culture of using research data, surveys, and reports to assess and improve the quality of services. The district research department has a close, collegial relationship and works with departments and individuals to answer specific questions. While surveys and research reports were cited many times in the Self-Study Report and were available for the team's review, there was no formal evidence of how research results are analyzed or implemented. The college-wide focus on research data will serve the college well as it moves toward full SLO implementation and assessment, although it may be necessary to formalize methods for analysis, implementation, and review of the implementation efforts.

Student services at SCC has created a model program in six short years. Clearly, the 1999-2000 recommendation "for the expansion and development of a comprehensive student services program" has been exceeded on every measure. The 2005 Self-Study Report reveals a vigorous, expanding, and student-focused program that would be the envy of any campus. The leadership brings wisdom, vision, devotion, and boundless energy to serving the students of SCC.

Progress has been made in developing a template to aid in setting student learning outcomes in counseling syllabi, developing Student Equity Plan Indicators, and engaging in SLO exploration internally and in other campus settings. Still, three of the standards depend upon clearly identified student learning outcomes to make implementing and then assessing them possible before designing means to improve the processes that address them.

- Standard IIB3b on the personal, civic, intellectual, aesthetic, and personal development of students
- Standard IIB3d on designing and maintaining programs, practices, and services that address and enhance understanding and appreciation of diversity, and
- Standard IIB4 on evaluating the adequacy of SSS in "meeting identified student needs" and then determining that services "contribute to the achievement of student learning outcomes" before using the results for improvement.

Student services will need to develop clear, measurable student learning outcomes on the department, program, and activity level to better address the standards of accreditation.

The Program Review process needs to be reconsidered. The more numerical checklist form removes all analysis of data and omits any discussion of any kind. The skeletal, outline model yields a thin, undeveloped review, depending on the focus and analysis of the reviewer.

## **Commendations**

2. The members of the Curriculum & Instruction Council (CIC) are commended for their dedicated leadership in creating SCC's own curriculum as the college separated from its sister college, and in encouraging and sustaining the dialogue on SLOs and assessment.
3. The college community is commended for its intense, indefatigable effort in producing the first SCC catalog. The catalog will provide a bridge to make the college more accessible to students even as it reifies the autonomy of the college itself.
4. The college is commended for moving far beyond the 1999 recommendation to build a comprehensive student services program to the creation of a vibrant, vigorous, and vital program that is multifaceted and a model to be envied. Your students, present and future, will reap the harvests of your efforts.
5. The Vice President of Academic Affairs along with the entire faculty and staff of the Library and Learning Support Services should be commended for their pride, energy, and enthusiasm for helping people and improving the college.

## **Recommendations**

2. Building upon the groundwork and planning timeline in place for instructional SLOs, the college should complete the work that it has begun so effectively in that area and assure that work on SLOs is undertaken in student services and all other areas of the college in which the standards require. Assessment of outcomes should be used to guide improvement. (IIA1c, IIA2b, IIA3, IIB4)
3. The college should capitalize on the strengths of the new program review process by assuring that the reviews are completed fully and thoughtfully, and that the resultant analysis and conclusions inform the annual DDP and EMP process (IIA1a, IIA1c, IIA2a)
4. Student services should revise its program review process to include more interpretation of data and complexity of analysis. Program reviews should meet a high standard of thoroughness, including the specific assessment of SLOs. ( IIA1c, IIA1f, IIA1g)
5. As was recommended in ACCJC's Evaluation Report of 1999, the college should complete the program review process for all learning support services. (IIC1)
6. The library and other learning support services should engage in and complete the identification of student learning outcomes and use them to assess student achievement and identify areas which can improve student learning. (IIAc, IIB4, IIC2)

## **Standard III**

### **Resources**

#### **Responses to Recommendations of the Previous Team**

***7.1 That a human resources plan be developed to design a blueprint to provide adequate staffing in all areas of the college.***

The EMP, developed in 2003, identifies and prioritizes institutional staffing needs for the next five years, based upon anticipated changes in student and community demographics, enrollment patterns and trends, and institutional goals and objectives. This plan was approved by the Board of Trustees in 2004 and identifies expected additions required to augment current faculty, staff, and administrative positions.

The college has substantially addressed this prior recommendation.

***8.1 That upon completion of the educational master plan, the college and the district develop a facilities master plan for Santiago Canyon College that links current and proposed educational and student services programs to a prioritized listing of facility needs.***

Following the completion of the EMP in 2003 and guided by its content, the college developed a facilities master plan which was subsequently approved by the Board of Trustees in 2004.

The college has substantially addressed this prior recommendation.

***9.1 That the college adopt and implement a formal process for documenting and validating the linkages between institutional planning and budgeting to insure that the college's mission, goals and objectives are being funded appropriately through the budget development process.***

The EMP, completed in 2003, is the principal guide to institutional resource allocation. It outlines institutional goals and objectives, discipline, department, and program spending priorities, and serves to inform the college budget development process. Despite severe funding restrictions of the last several years, the college strives to inform its decisions about the allocation of new resources through this plan.

The college substantially addresses this prior recommendation.

#### **General Observations**

SCC has prepared a comprehensive and well written Self-Study Report on this standard. The four standard areas contain supporting evidence and are candid. Overall, SCC

appears to have worked diligently to address Standard III concerning expansion of human, physical and technology resources. The college has made substantial progress in hiring, particularly in advocating for and receiving approval to hire 35 new faculty members since 1999-2000. According to the Vice President of Academic Affairs, faculty members are encouraged to play a significant role in the selection of new faculty members. As articulated in the SCC catalog, degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. (IIIA1a)

Although the Self-Study Report lacks commentary on how these new hires may have improved the diversity of the college faculty, it was suggested through interviews that as many as 50% of recent faculty hires were ethnic and gender diverse. In addition, the college has added 8 administrators and 25-30 classified staff. Questions regarding the disparity in full-time continuing education faculty compared to full-time credit faculty were responded to in a variety of ways. One response explained that although the college presidents were critical to the selection of faculty positions to fill district wide, ultimately the chancellor makes the final decision based on the overall benefit to the district. The team did learn that although the district is over its full-time faculty obligation for this year, the chancellor has agreed to allow both SCC and SAC to hire additional faculty members in the spring. (IIIA4b)

The college has made significant progress in developing and expanding its physical facilities. The new student services building is well designed to accommodate the needs of both instruction and student services. With the passage of Measure E, a voter approved general obligation bond, SCC has been able to build and plan for additional facilities to meet its mission.

Technology resources are coordinated between the college and district. The college director of academic support serves on several college committees to assist with technology planning and operations. The Self-Study Report was detailed in terms of significant technology accomplishments in the past five years, and the district and college IT responsibilities were clarified through interviews with the director of academic support at the college and the associate vice chancellor of district information technology services. Although the director is supervised by the district vice chancellor, his sole assignment is to support the technology enterprise at SCC.

The college's financial allocations are tied to the Planning and Needs Assessment component of the EMP, and reflect the college's mission and goals. The college has pursued additional funding for capital projects, strengthening the institution, scheduled maintenance, books for the new library, and has pursued donations from industry partners. Concern is expressed about the reduced college budget, which has affected funds for operational expenses, and about the district's budget allocation model.

## **Findings and Evidence**

### **Human Resources**

Written policies and procedures for evaluation have been developed for evaluation of faculty, administrators and classified staff. Two years ago the faculty tenure process was re-organized and approved in 2003. Faculty and classified staff evaluations are completed following guidelines of the specific bargaining group. Management evaluations and documentation are specified in board policies and administration. The evaluation process is open to input from peers, employees and/or management. Human Resources is responsible for disseminating the notices to supervisors regarding the need to complete evaluation but there is no method for documenting the completion of a specific evaluation. While written criteria exist for evaluating personnel, there is no evidence that all supervisors complete their assigned evaluations in a timely manner.

In addition the district plans and offers regular workshops to ensure that all supervisors adhere to board policy, administrative guidelines and contractual agreements in completing evaluations. Interviews with faculty, staff and administrators verified that completed evaluations are stored at the district office. However, for tenure-track faculty all evaluation materials and supporting documentation are kept with the college administrator until the tenure process is complete. After the completion of the process, all documentation is forwarded to the district office, portfolios are returned to faculty, and the final review documents are placed in the individual personnel files (IIIA1b).

There appeared to be some significant differential in hiring patterns in continuing education (adult education). Approximately 10,000 students are served annually, but the division had only hired one full-time faculty person, a dean and a vice president during the period of 1999 to 2004. However, in discussion with both the president and district administrators it was clear that the focus of the allocation for new faculty hiring is directly linked to courses and programs that meet the college's full-time faculty obligation. The college is managing its staffing flexibility by utilizing part-time qualified faculty to serve the growing student population within its continuing education program. Evidence provided by staff and administrators indicates that this plan of action supports the program goals and mission and allows the college to advocate for additional personnel in critical service areas. Recently, as a result of the planning process for hiring and allocation of resources, the president of both colleges were able to advocate to the district for resources to hire an additional ESL faculty in continuing education and a second ESL position is slated to be filled in 2006-2007. This process represented a collegial effort of both college presidents to represent their continuing education centers as they continue to expand and serve the growing population of students with languages other than English. Interviews with continuing education faculty, staff and administrators revealed that the requests for additional personnel are being incorporated into the DDPs and EMP. The needs for additional personnel are being addressed and the continuing education staff feels supported by the college and the district. (IIIA2)

The district guidelines for hiring faculty, classified and administrators are followed. Effective Fall 2005, faculty job announcements under desirable qualifications will include a statement that “a working knowledge of, and experience with, competency-based instruction and student learning outcomes” is preferred. Effective Fall 2005, new faculty will be informed that SLOs are to be incorporated into the course outlines. The college is continuing to address the topic of SLOs and the incorporation of SLOs into the evaluation process. Interviews with faculty, classified staff, and administrators have validated that this is a work in progress. (IIIA2)

The employment practices and procedures conform to state and federal laws. All confidential personnel files are sent to the district Human Resources Department. The district maintains a secured file room that meets the requirements of the education code, civil code, and board policies. (IIIA3, III3a, IIIA3b)

The college has taken an integrated approach to the presentation of documentation of its SLO processes. The documentation is complete and the evidence and descriptive summaries in Standard III can be linked to the documentation and planning as outlined in Standard IIA1c and Standard IIA2a, pertaining to the implementation of SLOs, program review processes for instruction and student services, evaluation, future staffing and resource needs for both the college’s credit and non-credit programs and services. The college is making an effort to meet the needs of its constantly growing ethnically-diverse student population. Given the changing demographics in the credit and non-credit programs, the college will need to continue to seek ways of providing support services, activities and programs that directly support the ethnic and cultural diversity of its students, faculty, and staff. The Self-Study Report documented the development of a Cross-Cultural Resource Center, but interviews and a review of programs and space allocation appears to indicate that the task and functionality is in place but the center has yet to become an established organization within student activities. (IIIA4, IIIA4a)

College and district research regularly assess the employment equity and diversity to ensure employment equity and diversity consistent with the district mission and learning outcomes. This standard is met. (IIIA4b)

SCC has created programs, practices, and services that support its diverse personnel. The college and district goal of maintaining positive and productive working relationships and concern for the integrity of its students, staff and faculty is evident in the board policies designed to protect the individual’s right. (IIIA4)

District-trained diversity representatives serve on all hiring committees for faculty, staff and administrators. The presence of the representative ensures that all members of the committee understand and follow guidelines mandated by law and district policy. (IIIA4a)

The college’s student diversity is growing with more than sixty percent of the college credit-age population under the age of twenty-five while fifty-four percent of the non-credit-age students are over the age of thirty. Fifty-seven percent of the credit enrolled

students and forty-eight percent of the non-credit enrollment at SCC are men. Latinos represent thirty-three percent of the credit enrollment and forty-four percent of the non-credit enrollment. In recognition of the diversity of its student body, the college has planned a variety of intra-cultural activities such as the Annual Celebrate Diversity Cultural Fair, Heritage Month, Asian American Month, Cultural Flash newsletter as well as a presentation for staff entitled, "Understanding the Muslim Student." Forty-four percent of students stated in the most recent Student Satisfaction Survey (spring 2004) that they were "learning the skills and knowledge needed to understand other cultures," with forty-five percent indicating that they are "working with others and developing leadership skills." (IIIA4b, IIIA4c)

Eighty percent of the classified staff are women of which fifty-three percent are from ethnically diverse backgrounds. Forty percent of all classified women are Latino. There is no formal classified senate representation in RSCCD. However, the president has instituted a classified advisory group. The classified advisory group is composed of members of the classified staff who meet regularly with the president but are not members of the formal shared governance process. The formation of the advisory group provides an avenue for the classified staff to meet and communicate their needs and concerns as well as contribute to the college's programs and services. The formation of this group has provided an avenue for maintaining a positive and productive work environment and embracing diversity within the classified ranks. The classified advisory group provides scholarship for classified personnel to use in pursuit of professional development. In addition the college provides monetary incentives to full and part-time classified staff as well as classified managers for classes and workshops taken outside of their work hours.

The college offers both classified and academic employees a wide range of professional development activities. The college provides training opportunities on a variety of topics such as sexual harassment, equal employment opportunity, and hiring practices and technology. (III4a, IIIA4c)

Professional development activities are provided for faculty and staff for continued development that supports the college's mission, and improvement of the teaching and learning environment. While the college has lost its staff development funding, the committee continues to function and provide a comprehensive schedule of activities that incorporate dialogue and forums for student learning outcomes, teaching and learning methodology, and assistance with implementation of technology in the curriculum. The SCC faculty flex activities are scheduled and faculty members are required to complete the mandatory staff development activities during flex week. (IIIA5)

Appropriate opportunities for professional growth are offered for staff and faculty on a regular basis. Activities are planned by faculty and administration to meet the needs of faculty, and classified professional development is planned by a committee of classified employees. Activities are planned during staff development days (flex week). The college requires full and part-time faculty to attend sessions designed to facilitate dialogue specific to teaching and learning and the implementation of SLO's as well as other

critical course and program implementation issues. In addition Human Resources provides training and the college subscribes to an employee relations consortium for training related to labor and employment law. (IIA5, IIIA5a)

The college's EMP is an integrated planning process which is reviewed annually. Goals for human resources are identified by program, division and department. The recommendations are forwarded to the CPAC. While the EMP process is fairly new to the college, the most recent hires for 2005-2006 and 2006-2007 have been planned and recommended using this new system. As documented in the evidence provided in this standard, the EMP provides a formal mechanism for identifying future human resource needs. This inclusive integrated planning process provides for dialogue and support of institutional effectiveness, and maintenance of integrity. (IIIA6)

### **Physical Resources**

SCC has developed an EMP that employs processes that allow departments and programs to document their physical needs and request facilities and equipment. The college has established a Facilities Committee which reviews the needs of each department and makes recommendations to the CPAC. CPAC then reviews the recommendations and forwards recommendations for effective utilization of the college's physical resources to the college president. The team encourages the college to review its long-term staffing plan to insure that staffing levels are sufficient to maintain existing and future facilities. (IIIB1a)

The college developed a facilities master plan in 2003-2004. Since the college's inception, it has added several new facilities described in the master plan such as a new Student Services/Instruction Building in 2004 and a new Orange Education Center in 2005. The Student Services/Instruction Building added much-needed space for the support of student services programs which responds to a recommendation for additional support for student services in the previous accreditation team report. The college has also added a number of portable buildings, expanded the bookstore and remodeled the health center and food service area. All new construction, renovations and portables are sent to the Division of the State Architect for plan check, when required, to ensure all fire, life safety, and ADA requirements are satisfied. The district facilities office, in coordination with the college office of administrative services, oversees the construction and major modifications of all facilities. Through several scheduled meetings and forums the district facilities office informs the college of the status of its bond funded projects. (IIIB1b)

The Vice President of Administrative Services, on a periodic basis, reviews the existing facilities and identifies room use and effective utilization of buildings and grounds. The college relies on data generated from a Facilities Planning Report authored by the MAAS Company in 2000. The team recommends that the college update this data as soon as possible to ensure the effectiveness of its use. The college is primarily scheduling courses in the morning and evening hours on Monday through Thursday. The college will need to improve its utilization in the afternoon hours as well as on Friday in order to qualify for

future state funding for facilities. The college Self-Study Report also reflects concern that there is insufficient parking for the growth of the college. It is important that this be adequately addressed in the facilities master plan. Additionally, funding for the scheduled maintenance of facilities and equipment has been significantly reduced in recent years. The college will need to seek ways to identify additional facilities resources in order to adequately maintain a safe and effective learning environment and protect the investment in its new facilities. Nonetheless, the college is commended on the attractive appearance of its grounds and facilities. (IIB1b, IIB2a)

Through its facilities master plan, SCC has an established long-range plan in support of the institutional improvement goals. The college, through the Facilities Committee, Safety Committee, and CPAC, reviews recommendations on the physical needs of the departments and programs. These groups have an opportunity to review major physical resource proposals and give input to the vice president of administrative services. Although plans for physical resource needs are periodically reviewed, it does not appear that the college has a clear understanding of the project budgets. The team recommends that the college make every effort to attend all district construction update meetings to better understand the project budgets and work with the district facilities office to make realistic projections of the funds available and look for external resources to fund any shortfalls. (IIB2a, IIB2b)

### **Technology Resources**

The district Information Technology Services Department and campus IT staff coordinate services for SCC. Central systems reside at the district with a central network, a central network storage area, and district ITS network staff maintaining administrative servers and network infrastructure. (IIC1a)

College IT staff provide the support services necessary for the instructional programs and desktop support at the college, and coordinate with the media department to ensure appropriate instructional services. The director of academic support is housed at the college and has a staff of 6:1 network specialist, 2 computer technicians, a help desk analyst, and 2 computer technicians housed at the Orange Education Center, the college's continuing education site that serves nearly 10,000 students. When IT services became centralized at the district office, college faculty members were fearful that they would lose support services. However, according to IT staff and verified by faculty and staff interviewed, service is readily available, although dependent upon the number of IT staff on the campus. The director of academic support serves on several college committees, including the Technology Committee. He functions as a consultant to faculty and deans on plans to implement or expand programmatic technology services, and ensures that technology equipment requests adhere to the district technology standards. This year, he has been asked to serve on CPAC to represent the technology needs of the college.

Faculty and staff were surveyed (fall 2004 and spring 2005) to assess technology issues and needs. Based on these surveys, workshops have been scheduled to provide training on a variety of technology issues, including training on webpage design. Thirty-two

workshops on technology training were scheduled at the Orange Education Center for Fall 2005 flex days, with an additional 12 workshops advertised as ongoing Technology Workshops that can be scheduled at any time for small groups. The new library, which will open in 2006, will house a Faculty Resource Center where faculty can be trained on new technologies and software for their instructional programs. (IIC1b)

In addition, faculty may now submit grades online, and can post assignments, handouts, and syllabi on the college website for students to access. Online classes are supported by Blackboard, and faculty members receive training in how to use this course management package for online courses as well as for incorporating its tools into traditional courses. Student training is provided through the Academic Computing Center and short term and regular length classes. Faculty members now have access to create and edit their own web pages from the college or from home, and training and technology support are provided to facilitate them doing so.

The college has had the opportunity to access TTIP funds for new colleges to upgrade the network infrastructure, purchase computers for faculty and staff, purchase Cisco network equipment, purchase a video conferencing system, implement a high speed internet connection that connects the college to the district central student information and fiscal services systems, provide new equipment for the new Student Services and Instruction Building, move the college website to a common district website that provides easier access to faculty and staff for creation of their own web pages, implement a single remote access for faculty and staff email and district intranet, and use Measure E bond dollars to outfit the new Orange Education Center (OEC) with computers, printers, projectors, and network equipment, including cabling. The OEC received almost 500 pieces of new equipment.

The college has done an excellent job advocating for and procuring new equipment to meet the institution's technology needs. The Self-Study Report describes this standard as *partially met* because the institution has not yet devised a plan to fund replacement costs of instructional computers. The team encourages the college to develop a plan to replace its instructional technology as it becomes outdated. (IIC1c)

College computers are automatically updated with Microsoft software update services, and data is backed up nightly by the district data center operation. Blackboard software was purchased as the course management program for online courses in partnership with the California Virtual College. The current Student Information System is outdated, and does not provide round-the-clock access that students demand. The district technology plan includes an imminent migration from the legacy student data system to Datatel. (IIC1d)

The college's Technology Committee has been given the responsibility for technology planning that will rely on hardware and software needs documented in the EMP. Currently, there is no instructional technology plan to guide the college through prioritization of its technology needs for instructional programs. A technology plan linked to the EMP would assist the college in communicating to the various college

constituencies the current status of campus technology, and the agreed-upon priorities for technology upgrades. The team strongly encourages the college to develop a long-range Technology Plan. (IIC2)

### **Financial Resources**

The college has established a mission statement which is reviewed periodically and has incorporated the goals and expectations for the college into its EMP. The college notes evidence that it relies upon this mission statement as the foundation for its financial planning. Through the EMP the college has procedures and processes in place that link financial planning to institutional planning. However, there is not sufficient evidence that these processes are systematically reviewed to ensure effectiveness. (IID1).

The department, discipline and program (DPP) plans are the primary evidence cited in linking institutional planning to financial planning. Future funding needs of the college are recorded in the Planning and Needs Assessment (PNA) component of the EMP. These resource needs are reviewed by CPAC and a recommendation is forwarded to the president. All human resource, major technology and facilities requests must also be forwarded to the Chancellor's Cabinet for approval. At this level decision making is based on balancing the needs of the district and the needs of the college. Despite the recent financial difficulties experienced throughout the district the college is commended on its ability to continue operating and expanding the college with limited discretionary resources. (IID1b)

Through the CPAC, the college reviews revenues and expenditures and recommends a budget to the college president. CPAC is comprised of various constituent groups on campus and acts within a participatory governance model. However, when some large resource requests are presented to the committee some constituent groups have not given its representatives authority to act. On several occasions the Academic Senate has required that recommendations of the CPAC be reviewed by the Senate. This process renders the CPAC ineffective at making timely recommendations and may impede the planning process from having meaningful input in the budget development process. The team recommends that the constituent groups commit to vesting recommendation making authority in its representatives on the CPAC.

CPAC considers information on the districts revenue and expenditure outlook as well as the needs of its programs and facilities. Through the support of the Administrative Services office CPAC makes every effort to develop financial plans that reflect a realistic assessment of available resources. However, the college relies heavily on the district office to manage fixed expenses and the financial planning of the college must react to revenue and expense changes that affect the district. Additionally, with the construction of several new facilities funded by Measure E the college will need to work with the district to insure that sufficient funding is identified for the furnishing, equipment and maintenance needs of new facilities. (IID1b).

The majority of financial resources for SCC are controlled at the district level. RSCCD has instituted prudent levels of reserves (currently at 5%) as well as maintained generally accepted accounting practices. The district in coordination with SCC identifies and plans for payment of current and future liabilities. Evidence of this exists in the budget allocation process, its annual budget, and annual financial statements. Furthermore, the district has actuarially determined its future port-retirement benefits liability. It has established a fund to set aside monies to pay for this liability and annually contributes 1% of salaries and the amount paid out for retiree health premiums to this fund (currently budgeted at \$3,770,463) as determined during the budget allocation process. The college, with the support of the district, is encouraged to determine its long-term fiscal exposure and develop a funding mechanism for establishing necessary reserves that will mitigate potential negative effects on the college's future operating budgets.

The RSCCD Board has established clear policies that govern the process for financial planning and budget development. Evidence of this exists in Board Policies #3000-3405. Through the district BAPRC and the college's CPAC the college has a defined process for financial planning. (IID1d)

RSCCD has a financial audit conducted annually by a qualified accounting firm. The results of the audit are presented to the Board and made available to the colleges and all constituents. The previous audit was unqualified and no exceptions noted. The district also prepares, approves and distributes an annual budget for the district and each college. These budgets reflect a systematic and transparent allocation of financial resources to support student learning. However, SCC has raised concerns that the current allocation model does not adequately support all of the goals of its EMP. (IID2a, IID2b).

Financial reports that communicate information on the budget and in particular reserve levels, expenditures, fixed costs, cost of insurance and workers' compensation and cash flow requirements are made available by the SCC Administrative Services Office and the RSCCD. Board Policies #3216, 3220, and 3201 demonstrate evidence that such financial reports are required by the district. The district also maintains oversight of all bargaining unit agreements, contractual relationships, grants, externally funded programs and auxiliary functions. The district fiscal services division, in coordination with SCC, manages all major accounting functions and provides all state and federal reporting. Evidence of this oversight exists in the districts annual financial audit (IID2c, IID2d, IID2e, IID2f).

Through the BAPRC and the CPAC both the district and the college have mechanisms to evaluate the financial management processes. The SCC CPAC reviews the budget process and the opportunity exists for constituent groups to make recommendations. Likewise, recommendations on the district budget process can be made through the BAPRC. The Self-Study Report again expresses concern that recent financial difficulties have made it difficult for SCC to adequately support the costs associated with growth. The college is encouraged to look at external funding sources, increase the capacity of its foundation and work with the district office to identify means to fund the growth needs of the college. (IID3)

#### **IV. Conclusions.**

SCC satisfactorily meets the requirements of Standard III. However, the college is encouraged to review the stated timelines for completion of evaluations of all personnel and provide the necessary training and support to enable supervisors to meet the stated timelines. Further, the team encourages the college to develop a technology plan to articulate institutional priorities in addressing technology needs. In addition, the team encourages the college to systematically review its resource-planning processes to ensure that expected outcomes are being met.

#### **Commendations:**

6. SCC Continuing Education faculty and administration in collaboration with SAC Continuing Education are commended for the programs and activities presented in the 2005-2006 Professional Faculty Development Handbook.
7. The college is commended for its efforts to address the issues of staffing that are representative of the student populations and community served by the college. As the college continues to add new programs and services it needs to be cognizant of increased staffing needs to support enrollment growth and determine if they reflect the growing student ethnic diversity of the area and support its mission.
8. The college is commended on its comprehensive long-term facilities master plan.
9. The college is commended on the attractive appearance of its grounds and facilities.

#### **Recommendations**

7. The college should review the evaluation processes for staff, faculty and administrators and ensure that all supervisors adhere to written timelines for their completion and submission. (IIIA1b)
8. The college should work with the district in incorporating SLOs into the evaluation processes for faculty members and others directly responsible for monitoring SLOs and achieving them. (IIIA1c)
9. The college should develop a technology plan to articulate institutional priorities in addressing technology needs. (IIIC2)
10. The college, with the support of the district, should examine the budget allocation model and insure that the college identifies all discretionary general and categorical funds that are available to support the needs of the college. (IIID1a)

11. The college, with the support of the district, should determine the annual costs of funding its future post-retirement benefit liabilities as soon as possible so that the potential impact to the college's budget allocation can be incorporated into the financial planning process. (IID1c)

## **Standard IV**

### **Leadership and Governance**

#### **Responses to Recommendations of the Previous Team**

No previous recommendations were made.

#### **General Observations**

The Self-Study Report accurately describes the positive state of leadership and governance at SCC. The leadership of the college and the relationships that are maintained with the governing board, chancellor, district office staff, and sister college appear to be active and healthy, a notable strength for a newer and growth-oriented college within a multi-college district.

The departure of three SCC presidents, including an interim, since the last accreditation visit presented a serious challenge to consistent leadership and participatory governance at SCC, but interviews with college faculty, classified, management and student leaders confirm that the current state of collegial dialogue and participatory governance systems at SCC is strong. The college's commitment to building and maintaining respectful relationships, a service-oriented climate and a culture of participatory decision making has created an environment for effective leadership to manifest itself across the institution. This institutional strength appears to mitigate the difficulties that could arise from flaws in governance or decision making systems.

In multiple interviews with college leaders, the president is credited with resurrecting participatory governance systems and values. He is noted as a skilled leader who models how to share power while patiently listening to the organization's voice. Cross-constituency tensions appear to be minimal while a strong climate of cooperation and hope persist. There is a widespread belief among the various constituencies that their voice is important and heard. The overall attitude of the college is positive and hopeful – many staff members noted that these are "exciting" times.

The positive changes at SCC, new buildings, consistent enrollment growth, new faculty, administrative, and classified hire are attributed to cooperative planning efforts that originate with departmental and discipline units and become critical elements of the EMP, the guiding document for key decisions at the college. The spirit of cooperation that characterizes the meetings of formal governance and decision-making groups and the collective mindset to sacrifice individual program needs for the greater good of the

college were noted by many as the most significant reasons for the success of participatory governance at SCC.

Campus leaders consider the institutional governance discussions at the college to be relevant and student-focused. The Collegial Governance Handbook and EMP codify the decision-making parameters and systems used by the college, and enthusiastic participation is seen as the key ingredient for good governance. The overall participation of the college community in the work of governance is noteworthy, as exemplified by the following:

- Thirty to forty students fill executive, judicial, and senate positions in the ASB and participate in college governance committees, and the current ASB president reports that students exercise an appropriate degree of influence in decision making.
- The past and present Academic Senate Presidents noted significant faculty participation in governance and decision-making. Faculty attendance and discussion at the Tuesday, October 17, 2005 Academic Senate meeting served as evidence that strong and cogent collegial dialog is alive and well.
- While the classified employees no longer have a senate, a Classified Advisory Group, created and hosted by the president for all interested classified employees, serves as a forum for classified input and concerns. Former classified senators and senate leaders report that it is a valuable opportunity for communicating and impacting college decision-making.

The Self-Study Report did not identify any significant problems related to the leadership of the chancellor, the district office or the governing board, nor did the team find any evidence of such. In fact, SCC, the board and senior district management enjoy an effective working relationship. The team reviewed board policies and procedures, minutes of Board meetings, and minutes of district-wide governance meetings as evidence that SCC and its relationship with the RSCCD and its board meet or exceed the standard.

## **Findings and Evidence**

### **Decision-Making Roles and Processes**

The development and existence of the CPAC and the Collegial Governance Handbook are evidence that the institutional leaders of SCC have created an open environment and effective processes for leadership to be exercised throughout the organization. The Collegial Governance Handbook contains a comprehensive listing of college governance committees, councils, and principles. College leadership in numerous interviews confirmed that the content of the handbook is functional and accurate. The role, membership, and operation of CPAC and other governance committees are clearly delineated in the handbook. While the governance structure of SCC has evolved to be

more representative and hierarchical than earlier more decentralized and non-representative iterations, CPAC, the primary college governance council, effectively promotes broad discussion and understanding of key issues facing the college – especially in matters of resource allocation. (IVA1, IVA2a, IVA3)

The CIC is led by faculty leaders and supported by academic administration. The partnership of faculty leadership and administrative support is evidenced in the CIC Manual and in interviews with council members, Academic Senate leaders, and academic administrators. The current and former Academic Senate presidents offered examples of how faculty involvement in governance processes and discussions on campus have been vital to decision-making at SCC. An accreditation team member witnessed strong and cogent faculty attendance and discussion at an Academic Senate meeting. Critical evidence that the college meets the standard is provided by the CIC's subcommittee work on SLOs, most specifically the SLO manuals created by faculty member and endorsed recently by the senate. (IVA2b)

Research data contained in numerous reports, e.g. department reports on completion, success rates, grades, staff ratios, and enrollment management, is reviewed by all levels of the college and district leadership as the common base for planning and decision-making. The EMP is a compilation of department/program/discipline level planning and decision-making that captures the best thinking and shared plans of the college. (IVA3)

The documents referenced in the Self-Study Report and interviews with numerous campus leaders reveal an institutional frankness, honesty and integrity in the SCC community's interactions. This includes its interface with the Accrediting Commission standards, policies, and guidelines as evidenced by the institution's expeditious responses to previous recommendations made by the Commission and the college's recent notification to the Commission of substantive changes in its Continuing Education Division. (IVA4)

The most recent governance changes, including the restructuring of CPAC, are noted in the Collegial Governance Handbook and serve as evidence that decision making processes are evaluated to assure their integrity and effectiveness. While process evaluations may be informal, the college leadership uses various constituent forums and college media to disseminate the findings and changes. Weekly reports, email lists, and formal reporting by liaison representatives keep the college informed of evaluation findings. (IVA5)

### **Board and Administrative Organization**

The elected Board of Trustees understands and exercises its appropriate governance role as verified by interviews with college leaders. Clear board policies, the stable tenure of the current chancellor, the minutes of board meetings and district-wide meetings confirm that the administrative organization guiding SCC within the RSCCD meets or exceeds the standard. (IVB1a, IVB1b, IVB1c, IVB1d, IVB1e)

The Bylaws of the Board, BP9000 series, describe continuity of membership, terms, and new member orientation. BP9022, Evaluation of the Trustees, the minutes of the board's self-evaluation report, and the Statement of Ethical Conduct, BP9002 revised in January, 2005, serve as proof that this section of the standard has been met. (IVB1f, IVB1g, IVB1h.)

The SCC president, the academic senate president, and the assistant vice chancellor, educational services briefed a subcommittee of the board a number of times during the development of the Self-Study Report to review progress on the document and to elicit board responses on key elements of Standard IV. The academic senate president reported that meetings with various board members are always respectful and professional. (IVB1i)

The board is pleased to have not hired a chancellor in over eight years, but the district's most recent presidential selection processes at SCC and SAC were successfully conducted in a professional and orderly fashion that included broad constituency participation as reported by academic senate leaders. Presidential evaluations are conducted regularly based upon integrated board, EMP, and individual goals. The board president confirmed that the board and the chancellor set goals annually that are used in the chancellor's annual evaluation. The chancellor's evaluation process includes a self-evaluation component. (IVB1j)

Interviews with the chancellor, the president's direct reports, and other college leaders, along with a review of the president's job description and the District and College Governance Participation Guidelines demonstrate that the president's role and performance meet or exceed the standard. His decision to allocate faculty reassigned time through a Title 3 Grant for the coordination of SLOs work is a good example of his leadership on critical issues. (IVB2a, IVB2c)

Minutes of meetings and interviews with the various participants in leadership confirm this. While meeting this standard, the college acknowledges that the coordination and analysis of research data for decision making, as well as the procedures for institutional planning, implementation, and evaluation will require further development. (IVB2b)

The Vice President of Administrative Services stated that SCC has fared well in terms of resource allocations within the RSCCD. The current president and administration of SCC has a history of balancing the college's discretionary budget. This was confirmed in an interview with the chancellor. The president, faculty leaders and classified representative confirmed this. (IVB2d)

The president of SCC is deeply committed and connected to the community that SCC serves. In order to bring the message of SCC to the community, he sits on numerous community boards and task forces including chambers of commerce in service area cities, the advisory committee for St. Joseph Hospital, the board of the Community Foundation of Orange, Rotary, other service clubs, California State University, Fullerton's College of Education Advisory Board, and the Regional Presidents Summit meetings that include

the community college, California State University, and University of California presidents in the Los Angeles basin. (IVB2e)

The document entitled "RSCCD Functions/Mapping of Responsibilities" uses a table to illustrate the delineation of key functions between the district and the college. The document was created by SCC through CPAC and has been disseminated widely. There is no evidence of problems or complaints in this area. (IVB3a, IVB3e)

The college leadership community noted a good working relationship with the District Office. The board and chancellor have clearly delineated and distinguished their duties in relation to the college and its president. Support services, decision making processes, and resource allocations under district supervision were generally noted as effective and rationale by the college's leadership. Application of sound enrollment management principles have led to stable enrollment growth, and the use of responsible budget practices have resulted in positive year end balances. These realities and the successful passage of the local capital bond are celebrated by the RSCCD/SCC community as evidence that the standard has been met. (IVB3b, IVB3c, IVB3d, IVB3f)

In conversations with three board members, the chancellor, and the president, it appears that the evaluation processes and procedures for governance and decision-making are informal and ongoing. Improvement efforts are evidenced by new documents and processes in facility planning and resource allocation. The open invitation to all constituents to participate in higher numbers in critical decision making bodies (CPAC and the District Finance Committee) is also evidence of the effective adaptation of processes as needed. (IVB3g)

## **Conclusions**

SCC has spent significant energy in creating a climate of trust and cooperation that allows its leaders to focus on issues and actions that will improve student learning. College leaders from the various constituencies report a sense of excitement and pride about the college's accomplishments and future. While the strategic use of planning and data collection may require further refinement, the college is living its commitment to share information, power, and responsibility. The college has implemented an effective committee and council structure to make decisions and air important issues, and its positive culture of trust, respect, and service currently mitigates any identifiable flaws in processes.

Faculty, classified, and student leaders celebrate the president's commitment to shared governance, his willingness to listen and his respect for the history, culture and aspirations of the college community. His leadership and example is seen to be critical to the college's cooperative and collegial climate. Across constituency lines, college leaders, students, classified staff, faculty, and administrators, also expressed their respect for one another's work, commitment, and professionalism.

The college values the stability and guidance that the Board of Trustees, the Chancellor, and the district office staff bring to the enterprise of serving students learning. The district and the college have maintained a stable and productive relationship that is evidenced by SCC's facility/site plans, new construction, program development, and enrollment growth since its last accreditation visit.

### **Commendations**

10. The community of SCC and the college's numerous leaders are to be commended for the climate of cooperation, trust, and service that permeates decision-making and routine professional activities.
11. The president is commended for his leadership and respect for SCC's history, culture, and community, as well as his willingness to listen to and honor the many leaders throughout the institution.
12. The chancellor and the Board of Trustees are commended for the disciplined, experienced, and appropriate exercise of their leadership roles on behalf of the students and community of SCC.

### **Recommendations**

None

